This course is about the Canadian left in the 20th century — with a specific focus on the years from 1935 to 1985. It is divided into three parts. In the first, we look at the history of the Canadian left from 1935 to 1968, with a focus on the legacies of social democracy and communism and the impact of the Cold War. In the second part, we explore the ideas of Antonio Gramsci, with a specific emphasis on how these might prove useful to students of the Canadian left. And in the third part, we examine the history of the left from 1967 to 1985. We ponder the resistance to the War in Vietnam, the rise and decline of left nationalism, the New Left, the rise of socialist feminism, and the emergence of a transnational left.

This course will rely on short (about 30-minute) introductory audio-visuals or brief introductions from the instructor, followed by student-led discussions of the assigned materials. A heavy emphasis will be placed on the participation of students. Regular attendance at seminars is required; more than two uncertified absences will negatively affect your grade.

This course adopts a project-centred approach. In the first month, you should define a historiographical project that you would like to pursue throughout the term. In the first week of October, you should visit with me and discuss the project, so I can provide you with some guidance as to sources and methods. Since the liberal order framework that underlies the course is a broad one, a wide range of topics is open to you — but planning and discussion is required before any project can be launched.

The McMaster Rule is 3500 pages of reading per term-long seminar (with the proviso that PhD candidates are expected to read 50% more than that). As the course proceeds, I shall suggest ways in which the reading load of about 290
pages per session can be tailored to your specific interests. In general, the presenter is expected to have mastered the assigned readings; other participants will be offered ways they can triage them.

On the day before each sitting of the seminar — i.e., by Monday noon — you are expected to circulate to the class (via e-mail) three “interpretive questions” that arise in your mind after you have completed the week’s readings. These will then be printed out and used as the basis of our class discussion. The student presenter(s) at each session will be expected to circulate five such questions, and use them as the basis for the student-led class discussion.

**Marking Scheme and Assignments:**

**Seminar Questions and Contribution to the Course — 30%**
All students are required to have completed the readings each week and to have circulated to the class e-mail list at least two questions addressing the themes developed in the texts. One student per class session is responsible for opening the discussion with a short (c.15 mins) presentation, concluding with five core questions (the presentation and questions should be reviewed ahead of time with the instructor).

**Book Review — due 23 January 5%**
The books for review in 2018 are:


Your review should do three things: outline the core themes of the book, present the book in its general scholarly context, and assess the book’s actual or potential contribution to the field of Canadian history. It should be about 10 double-spaced pages long. Consult with me ahead of time if you hope to match a particular book to your own research interests.
Paper Proposal — due 6 February 2018 15%
Most papers in History 775 will focus on a key theoretical or conceptual issue and focus on secondary literature, but in some cases students may work on papers based on primary research, as long as they first obtain the consent of the instructor. This proposal should contain a bibliography of about 10 secondary works – books, articles, and book reviews in respected academic sources -- related to the core problem explored in the paper.

Major Paper — due 3 April 2018 50%
This final essay (of no more than 20 typed double-spaced pages; 30 in the case of PhD students) is the major written work required during the term. Highlighting a problem raised in the literature, it is to be an original piece of scholarship, focused on an aspect of history of the left in twentieth-century Canada.

The mark break-down for doctoral students is the same as the above, except that the participation grade for doctoral students also comprises an end-of-term take-home examination (worth 10% of the overall total).

Books
The McMaster Rule is 3500 pages of reading per term-long seminar (with the proviso that PhD candidates are expected to read 50% more than that). As the course proceeds, I shall suggest ways in which the reading load of about 290 pages per session can be tailored to your specific interests. In general, the presenter is expected to have mastered the assigned readings; other participants will be offered ways they can triage them.

I have only ordered in books we will be using for more than one or two chapters or which are candidates for your first paper. All other titles will be available on reserve or pre-circulated before our seminars.

Formalities
Participation in weekly seminars is mandatory. Students who unavoidably miss a seminar will have to see me in order to arrange for additional written work to make up the readings they have not done. In addition, as noted above, each student will be required to lead at least one seminar discussion, which will involve a 15-minute presentation of the central themes and questions prompted by the readings and the pre-circulation of five “leading questions.”
Students are strongly advised to retain a physical copy of any written work submitted for a part of their mark. Assignments may be submitted electronically, but responsibility for making sure a given essay has been received by the instructor resides with the student. A penalty of 5% per working day is assessed on all late essays.
Academic dishonesty consists of misrepresenting by deception or by other fraudulent means and can result in serious consequences, e.g. the grade of zero on an assignment, loss of credit with a notation on the transcript, and/or suspension or expulsion from the university. If you are in doubt about the rules governing plagiarism – and in an internet age, they are not always as clear as one might wish – consult with the instructor. You are also responsible for familiarizing yourself with McMaster’s rules on Academic Integrity, http://www.mcmaster.ca/academicintegrity/.

Faculty of Humanities Policy on Student E-mail communications with Instructors: “It is the policy of the Faculty of Humanities that all email communication sent from students to instructors (including TAs), and from students to staff, must originate from the student’s own McMaster University email account. This policy protects confidentiality and confirms the identity of the student. Instructors will delete emails that do not originate from a McMaster email account.”
General Outline of the Syllabus

Part One: The Canadian Left, 1948-1975
1. Defining the Left
2. The Communist Tradition
3. The Social Democratic Tradition
4. Cold War, Peace and Human Rights
5. Decolonization and a World Transformed
6. 1968

Part Two: The Gramscian Moment
7. Conference on Your Project
8. Gramsci: Common Sense, Organic Intellectuals, Subaltern Resistance

Part Three:
9. The Rise of the New Left: Global and Canadian Patterns
10. The Liberation of Blacks, Women and Gays
11. Radical Democracy and the Turn to Community
Detailed Syllabus

9 January 2018.
1. Defining the Left

Ian McKay, Rebels, Reds, Radicals: Rethinking Canada’s Left History (Toronto: Between the Lines, 2005), Chapters Four and Five.

16 January 2018
2. The Communist Tradition


Andrée Lévesque, Red Travellers: Jeanne Corbin and Her Comrades (Montreal: McGill-Queen’s University Press, 2006), Chapters Two and Three.


23 January 2018
3. The Social Democratic Tradition


David Lewis and Frank Scott, Make This Your Canada: A Review of CCF History and Policy (Toronto: Central Canada Publishing Company, 1943), Chapters Ten and Eleven, Appendices.


30 January 2018
4. Cold War, Peace and Human Rights


6 February 2018
5. Decolonization and a World Transformed


Karen Dubinsky, Catherine Krull, Susan Lord, Sean Mills and Scott Rutherford, eds., *New World Coming: The Sixties and the Shaping of Global Consciousness* (Toronto: Between the Lines, 2009), Chapters Seven and Thirty-Seven.

13 February 2018

6. 1968


20 February 2018—Mid-Term Recess

1, 2, 5 March 2018

7. Conferences on Major Project

6 March 2018

8. Gramsci: Common Sense, Organic Intellectuals, Subaltern Resistance


13 March 2018
9. The Rise of the New Left: Canadian Patterns


20 March 2018
10. The Liberation of Blacks, Women, Gays and Lesbians


Tim McCaskell, *Queer Progress: From Homophobia to Homonationalism* (Toronto: BTL, 2016), Chapters One, Two, Three.


27 March 2018
11. Radical Democracy and the Turn to Community


